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ABSTRACT

The 1974 Survival Week Program was an orientation program designed for entering minority and economically disadvantaged students at the University of Texas at Austin. The major purpose of the program was to assist the participants in acquiring the knowledge and skills for academic, financial, emotional, and social "survival" in a complex university environment. The program was held in conjunction with the fall orientation program for all entering students and offered such activities as academic area meetings, registration information meetings, academic pre-advising, communication exercises, sessions on student services and student life, money management workshops, and placement testing. Students completed an evaluation questionnaire which gathered their reactions to the quality and quantity of information and assistance provided to them. Evaluation results yielded positive overall ratings and comments concerning the program, while suggestions were made to improve areas such as placement tests and Ethnic Studies Information. Based on specific recommendations by professional and student staff and participants, the Survival Week Program will be continued with emphasis on the development of more group cohesiveness for the participants. (Author)

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REPORT ON

THE SURVIVAL WEEK PROGRAM 1974

Office of the Dean of Students

The University of Texas at Austin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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prepared by

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SURVIVAL WEEK PROGRAM 1974

SUMMARY AND HIGHLIGHTS

The 1974 Survival Week Program was an orientation program designed for entering minority and economically disadvantaged students at The University of Texas at Austin. The major purpose of the program was to assist the participants in acquiring the knowledge and skills for academic, financial, emotional, and social "survival" in a complex university environment.

Students selected to participate in the program were regular admission students. Criteria for selection included: 1) being from an economically disadvantaged background, and/or 2) being from an ethnic minority group. No participant had attended a previous orientation program. Forty-six freshmen and transfer students participated in the program.

The program was a component of Orientation programming efforts designed for entering minority and economically disadvantaged students. Joint funding for the program was provided by the Office of the President and the Office of the Dean of Students at The University of Texas at Austin. The personnel included three administrative staff who served as coordinators and ten student advisors.

The Survival Week Program was held in conjunction with the regular Fall Orientation Program. This made it possible to offer a number of activities without duplicating those already being offered for the general entering student body. Thus, such programs as academic area meetings, registration information meetings, academic pre-advising, and campus tours were attended by both Survival Week participants and other new students.

The students evaluated the program by means of a questionnaire which was mailed to them once the semester had begun. Through such an evaluation, students' reactions to specific activities as well as open ended comments were obtained. Various data on demographic variables, new students' concerns and philosophies toward higher education were also gathered. The student questionnaires and informal feedback from student advisors were used in evaluating the program.

REPORT ON THE SURVIVAL WEEK PROGRAM 1974

INTRODUCTION

The University of Texas at Austin is a state university with a student enrollment of over 50,000, and is located in a state whose population is approximately 18% Chicano and 13% Black. Yet, it has been recognized that these minority groups have not been equally represented at The University of Texas at Austin. As of Fall 1974, the Chicano student enrollment at the University was approximately 5%, while the Black student enrollment was 1.5%.

However, University-wide steps are being taken to correct this imbalance. The Office of the Dean of Students at The University of Texas at Austin has realized the need for gearing program efforts not only to these minority groups, but also to all economically disadvantaged students. These efforts recognize differences between the White entering student and many minority and economically disadvantaged students. One major difference is the amount of pre-college information students from different backgrounds hold.

Due to numerous factors, many minority and economically disadvantaged students may come to the University less prepared than the White student in terms of previous information about university life. Such factors may include socio-economic factors, geographic isolation, quality of public school instruction, racial discrimination, and level of parental education. Students whose environments have been college oriented have received a much clearer picture of what college is like. Parents, siblings, teachers and school counselors have assisted in this process.

When put in a competitive university environment, many minority and economically disadvantaged students may be at a disadvantage. Beginning a college career with such lack of information may seriously affect these students' "survival" in a highly complex and sometimes foreign college environment more so than the average student. Such "survival" can be viewed in academic, financial, emotional, and social terms. The ultimate goal of Survival Week was to teach students the skills to accomplish these types of "survival."

BACKGROUND

The rationale for the Survival Week Program was based on a 1973 pilot program which enabled 32 financially high need students to experience a viable orientation to the University of Texas at Austin. The 1973 program was jointly funded by the Hogg Foundation for Mental Health and the Office of the Dean of Students.

As a result of that pilot program, expanded efforts in orientation programming for minority and economically disadvantaged students were undertaken. These efforts combined the expertise of both the Orientation Program and Ethnic Student Services, a program area which provides various services to minority students. Four orientation areas were touched by this expansion:

1. Pre-Orientation Planning - which included student advisor selection and training and Orientation publicity to minority and economically disadvantaged students.

2. Summer Orientation Program - which included efforts to increase the number of financial assistance grants for the Summer program from one hundred to two hundred; the designing of specific minority emphasis weeks during the Summer program; and the planning of minority related programs and activities throughout all Summer sessions.

3. Survival Week Program - which was incorporated into the Fall Orientation Program, yet offered some distinct activities geared to entering minority and economically disadvantaged students. This program was designed for those students who had not attended the Summer program.

4. Continuing Orientation - through efforts by Ethnic Student Services in their sponsorship of the Freshman/transfer programs: M.A.N.S. (Mexican American New Students) and U.N.I.T. (United Niggers Integrating Texas).

Thus, the 1974 Survival Week Program was a major component of these orientation efforts for entering minority and economically disadvantaged students.

SCOPE OF THE PROGRAM

The participants were 46 freshmen and transfer students who were admitted to the University on a regular admission basis. All students met the criteria of being economically disadvantaged and/or from a minority group (Black or Chicano). Of the 46 participants 28 were Chicano and 18 were Black. Of the total, 40 were freshmen and 6 were transfer students. None of the participants had attended a previous Orientation program.

The specific program objectives included the following:

1. To provide information regarding courses, majors, and academic experiences which would be particularly relevant to minority students;

2. To acquaint minority students with supportive services available to them within the University community;

3. To provide information and on-going counseling in the areas of money management, budget development and financial aid;

4. To identify interested faculty and staff members who could act as helping agents to minority students;

5. To provide an introduction to activities and services available at the University at little or no cost to students; and

6. To provide alternative methods of orientation to reach as many students as possible within minority groups.

PERSONNEL

Professional Staff

Administration of the program was through the Office of the Dean of Students by the Orientation Program and Ethnic Student Services. Three professional staff members served as coordinators of the program: Homero Lopez, Assistant Coordinator of Ethnic Student Services; Linda J. Godley, Assistant Coordinator of Orientation; and Linda Wilson, Assistant Coordinator of Ethnic Student Services. Professional staff involved in the planning and implementation of the program had experience in both orientation areas and in working with minority and economically disadvantaged students. Overall assistance from other members of the Dean of Students Office staff in terms of ideas and physical support was also realized.

Student Advisors

Ten student advisors were selected for the Survival Week Program (see Appendix A). The student advisors were regular Orientation advisors and had undergone the extensive training requirements of that program. This training included such areas as academic information on both general and specific degree requirements, student services information, student activities information, interpersonal communications skills and minority student relations.

Of the 10 students, 5 were Chicano, 4 were Black and one was Anglo. All the advisors were undergraduate students between their sophomore and senior years. Four of these advisors had been participants in the 1973 pilot Survival Week Program, and two had served as advisors for that initial program.

PROCEDURES

The Survival Week Program covered a four day period from August 27 to August 30 of 1974. This time period was just prior to and during the registration process for the fall semester, 1974. All activities took place on the campus of The University of Texas at Austin.

Planning

The program activities were planned by the three coordinators with the assistance of other professional staff members of the Dean of Students Office. Much of the planning was based on: 1) the activities of the 1973 pilot program, 2) knowledge gained through programming for minority and economically disadvantaged students during the Summer Orientation Program, and 3) any monetarial, physical or size of student pool constraints.

Choosing the Participants

Students invited to participate in the program (see Appendix B) were chosen from lists available through both the Admissions Office and the Office of Student Financial Aid. Criteria for high financial need ($1,500 need) was set by the Office of Student Financial

Aid. Students eligible for the Special Services Program of the Dean of Students Office also met this financial criteria and were included in the pool of invited students. Minority students were identified through the assistance of the Admissions Office. Students who had attended the Summer Orientation Program were eliminated from the pool.

In August 1974, eligible students were sent letters inviting them to participate in the Survival Week Program. Students were asked to return an information card which would enroll them in the program. The letter instructed the students to attend the first General Meeting on Tuesday, August 27, 1974 to begin the program.

Activities

Since a number of activities were held in conjunction with the Fall Orientation Program, Survival Week participants and other entering students attended many of the same Academic programs. Due to differing registration time assignments, the Fall Orientation activities were replicated for each of these three days. This allowed all entering students to access differing types of programs as their time schedules permitted.

The major activities of Survival Week covered both Academic, and Non-Academic areas. The Academic activities were considered sequential steps to a student's final registration period. The specific activities within these areas included the following:

Academics

A. Academic area meetings

Trained student academic advisors presented an overall outlook to the particular colleges and schools in which the students would be enrolled, specific academic programs available, and any special requirements within each program. Separate meetings for each college or school were held on the first day of the program. Each student went to his or her respective college or school meeting.

B. Registration Information Meeting

At this time, the process of course scheduling and registration was explained and simplified to the students. Staff members conducted the meeting, and student advisors were available to answer individual questions.

C. Academic Pre-Advisement

During this activity, participants met with student academic advisors in their respective academic areas on an individual basis. Students were able to discuss such things as selecting Fall Semester 1974 courses, planning a class schedule, selecting course alternatives and relating degree requirements to particular majors and academic interests.

Students were advised to prepare for this activity before hand by reviewing both their college or school catalogue and the course schedule for the Fall Semester 1974 course offerings. This allowed for some background on the students' parts and enabled them to identify questions and areas in which they may have needed assistance.

D. Placement Tests

All students were allowed to take placement tests offered at The University of Texas at Austin. Such exams provided a means of earning course credit by placing out of a particular test in the respective academic area.

Students were provided with ample material and information concerning such tests and could access student advisors for questions regarding different placement exams. All tests were offered to the general entering student body. Students had the option of attempting any exam he or she desired and was eligible to take.

E. Registration

Registration for all entering students was held during the last three days of Survival Week. Students registered after they had undergone the previously mentioned Academic activities. Time assignments were made for students to register by the Office of the Registrar.

Non-Academic Activities

Various Non-Academic activities during Survival Week gave students the opportunity to meet the program staff, student advisors, and other new students. Several of the activities were held in the evening so as to reduce any possible conflicts with other Academic activities.

A. General Meeting

This meeting was held in the morning and served as an introductory activity in order to give students an initial overview of the Academic activities which were to occur on the first day. It was essential that the Survival Week participants understood the sequence and importance of these activities.

B. Introduction to Survival Week

The purpose of this evening program was to explain the Survival Week activities in detail, and to answer many of the students' initial questions. Participants were able to meet in small groups with student advisors in order to discuss topics important to them as new students on campus. A multi-media show prepared by students to give an expression of student life was also presented.

C. Student to Student Communication

This activity allowed the participants to learn more about the other new students in the Survival Week Program. In a relaxed setting, student advisors and participants were able to discuss a variety of issues such as being a student at U.T. Austin, minority student concerns, and whatever else the students wished to discuss. A social hour followed these activities, with refreshments, music, and dancing.

D. Getting the Most Out of U.T. Austin

This particular activity was designed to provide the students with information on resources available to them on campus. Representatives from the Dean of Students Office, Office of Student Financial Aid, Reading and Study Skills Lab (RASSL) and Ethnic Student Services were to discuss services, resources, activities and programs available through their respective offices, as well as hints for surviving on a limited budget at the University. Student advisors were also to discuss with the new students their own experiences with these services.

Unfortunately, bad weather and poor attendance forced the cancellation of this activity. However, a substantial amount of information concerning these services had already been transmitted to the participants through their contacts with student advisors and staff coordinators.

Evaluation Methodology

An evaluation questionnaire was constructed and administered to the participants one week after the program had ended (see Appendix E). Twenty-two students (48% of the group) completed and returned the questionnaire (N=22).

The questionnaire consisted of questions related to each aspect of the Survival Week Program. The responses to most of these questions were given on a rating scale of 1 to 5 (1-extremely negative and 5=extremely positive). Students were also allowed to give open-ended comments on any aspect of the program. Questions were reflective of the objectives for each activity.

It should be noted that this type of evaluation did not measure any long or short-term effects on the students, but rather was an attempt to describe the extent to which the program was implemented as planned. Thus, the evaluations by the participants were viewed as a fair measure of the accomplishment of the objectives for each activity as well as the total program.

Students were also administered a questionnaire (see Appendix G) designed to elicit research data on demographic characteristics, new students' concerns, and students' philosophies toward higher education. This data was collected for research purposes as well as to provide more information on the characteristics of different sub-groups of the entering student body at The University of Texas at Austin. The data from this questionnaire are presented in Appendix H.

BUDGET

The total budget for the program was $1,675 (See Appendix D). Of this total, $950 was used for student advisor salaries; $550 for media; $50 for refreshments; and $125 for printing and postage costs. Funds for the program were obtained through a $9,830 grant from the Office of the President of the University and monies and other resources were available through the Office of the Dean of Students.

Since the Survival Week Program was a component of various orientation efforts, the remainder of the $9,830 grant was spent in other areas. Of this total, $405 was spent on Pre-Orientation activities; $7,300 was used in the Summer Orientation Program; $1,675 was spent to implement Survival Week; and $450 was used for continuing orientation activities. Funds and resources covered by the Office of the Dean of Students included: the salaries of the three coordinators; clerical and secretarial support; office supplies; and some postage and printing costs.

EVALUATION RESULTS

The questionnaire attempted to evaluate both the Academic and Non-Academic areas of the program. However, given the scope of the evaluation and the in-depth type of instrument necessary to measure the effects of Non-Academic activities, most of the evaluation focused on Academic activities. Open-ended comments, some parts of the questionnaire, and personal feedback from participants were used to determine the effectiveness of the Non-Academic activities. Evaluation results are presented in detail in Appendix F.

By providing Academic activities, information regarding courses, majors, and academic experiences was transmitted to the participants. This was accomplished mainly through the General Meetings and Academic Pre-Advising. Overall, both of these activities were rated favorably. However, neither of these activities rated high on dispensing Placement test information (General Meeting received a mean rating of 2.81; Academic Pre-Advising received a mean rating of 2.95). Also, many of the students felt that they received little information on Ethnic Studies courses (mean rating of 2.22). Providing information on course options was also rated low by the participants (mean rating of 2.95).

A combination of Academic activities and Registration information facilitated the students' completion of the registration process. Seventy-seven percent (77%) of the respondents felt that the information provided helped them in this process (27% Very Much, 32% A Good Deal and 18% Some; mean rating of 3.41). Student Advisors were seen as being helpful to 82% of the respondents (32% Very Much, 45% A Good Deal and 5% Some; mean rating of 3.77).

Questionnaire evaluations of Non-Academic activities were favorable in the Introduction to Survival Week, where 59% of the respondents got to meet other students (18% Very Much, 23% A Good Deal and 18% Some; mean rating of 2.91). Also, 64% found the Thursday Evening Social "a chance to meet people informally," and 32% felt that "a better feeling about being at U.T." resulted.

Questions dealing with the Summer Orientation Program shed some insight into efforts to encourage minority and economically disadvantaged students to attend that program. Such information will assist the Orientation staff in future planning aspects.

Open-ended comments made by students ranged from positive remarks on the overall value of the program to specific suggestions on how to improve certain activites. Several students pointed to the value of the program for new students who were confused about the many procedures students must undergo in order to register. However, some comments suggested a need for a closer relationship between student advisors and new students. Although some activities were repeated to reduce schedule conflicts, other students commented on time conflicts between program activities and placement tests. Students also pointed out that they were glad to have met people who could provide them with information or referrals to get problems solved.

RECOMMENDATIONS

With regards to the 1974 Survival Week Program, a reasonable comparison can be drawn between this program and its 1973 pilot. Perhaps the major difference between the two was the group cohesiveness that developed among the participants. The 1973 program resulted in strong group ties; the 1974 program was lacking in this area. This group cohesiveness helped form the reference group from which the participants learned about their new university environment. While the 1974 program was successful in accomplishing its objectives, the design of future Survival Week Programs must allow for this cohesiveness to develop. Thus the following recommendations are intended to achieve this goal:

1. Investigate the feasilibity of planning a residential Survival Week Program.

2. Plan an introductory activity with small group meetings for students to familiarize themselves with Survival Week Activities.

3. Conduct some Academic Activities separate from those offered in the Fall Orientation Program.

4. Conduct more small group sessions which allow the students and advisors to communicate more freely.

5. Utilize sufficient numbers of minority Dean of Students staff and student advisors as well as minority faculty throughout the program.

6. Sponsor specific transfer non-academic activities.

7. Sponsor some type of evening social for students during the Survival Week Program.

8. Prepare concise publicity specifically geared to minority and economically disadvantaged students to inform them of the Survival Week Program.

9. Continue to encourage minority and economically disadvantaged transfers as well as freshmen students to attend the Survival Week Program.

10. Encourage more continuing orientation activities for these students through such agencies as Ethnic Student Services, Orientation Program, Special Services, and the Texas Union.

11. Familiarize student advisors more closely in Academic areas such as Ethnic Studies courses, Placement Test information and overall course options.

In review, much knowledge has been gained over the past year in providing orientation programs for entering minority and economically disadvantaged students. Specific programming areas have been geared to these students throughout the orientation process. These include such aspects as: Pre-Orientation Publicity; student advisor selection and training; minority related activities within Orientation sessions; total programming (e.g., Survival Week); and continuing orientation efforts. As a result of this experience, the Orientation Program has been able to look ahead to discovering more efficient and innovative methods of orienting minority and economically disadvantaged students to the University of Texas at Austin.

APPENDIX A

PROGRAM COORDINATORS

Homero Lopez	Assistant Coordinator Ethnic Student Services
Linda J. Godley	Assistant Coordinator Orientation
Linda L. Wilson	Assistant Coordinator Ethnic Student Services

STUDENT ADVISORS	Hometown
Wiley Borner	Groves
Luis de la Garza	Eagle Pass
Reynaldo Gaytan	New Braunfels
Stephanie Griffin	Wichita Falls
Tomas Leal	Brownsville
Lilly Plummer	Richmond
Ester Resa	Lometas
Maggie Rivas	Devine
Deborah Stevens	Galveston
Andrew Young	Wichita Falls

APPENDIX B

SURVIVAL WEEK PARTICIPANTS

	Name	Hometown	College or School
1.	Agnew, Vanesa	Dallas	Business
2.	Allen Isiah Darnell	Houston	Engineering
3.	Argullin, Agustin A.	Las Yescas	Social and Behavioral Sciences
4.	Blevins, Cynthia	Dallas	Education
5.	Boyd, Ron	Corpus Christi	Engineering
6.	Briones, Roel	Robstown	Engineering
7.	Canales, Nelda E.	Hebbronville	Natural Sciences
8.	Cardenas, Adriana B.	Corpus Christi	Natural Sciences
9.	Carrier, Eric	Houston	Communications
10.	Costilla, Jesus	Robert Lee	
11.	Crenshaw, Robbie	Austin	Business
12.	Edwards, Evelyn J.	Dallas	Communications
13.	Ellison, Allan Jr.	Austin	Architecture
14.	Fisher, Kenneth	Dallas	Natural Sciences
15.	Flores, Adolfo C.	San Antonio	Architecture
16.	Flores, Ismael	San Antonio	Engineering
17.	Garcia, David S.	San Antonio	Business
18.	Garcia, Selena A.	San Diego	Fine Arts
19.	Garza, Sandra L.	Alamo	Pharmacy
20.	Gutierrez, Juan P.	San Antonio	General and Comparative Studies
21.	Hernandez, John E.	Corpus Christi	Education
22.	Herrera, Edith	Edinburg	Natural Sciences
23.	Hinson, Pat	Dallas	Social and Behavioral Sciences
24.	Jackson, Jimmie	Dallas	Engineering
25.	Manor, Virgil	Austin	Engineering
26.	Martinez, Mary Esther	Austin	Education
27.	Maynor, Debbie	Killeen	Social and Behavioral Sciences
28.	Mendoza, Richard	Austin	Engineering
29.	Montalvo, Ernesto	Eagle Pass	Social and Behavioral Sciences
30.	Montalvo, Rojello	San Antonio	Engineering
31.	Montez, Daniel	Rio Hondo	Natural Sciences
32.	Moseley, Ronald	Houston	Business
33.	Newton, Richard C.	Laredo	Natural Sciences
34.	Olivares, Elias	Alamo	Natural Sciences
35.	Peña, Guillermo	San Antonio	Business
36.	Pena, Theresa	Lockhat	Social and Behavioral Sciences
37.	Powell, Carol Ann	Austin	Natural Sciences
38.	Powers, Lee M.	Houston	Engineering
39.	Rodriguez, Miguel R.	San Antonio	Engineering
40.	Roy, Demetrius D.	Tyler	Fine Arts
41.	Ruiz, James	Austin	Social and Behavioral Sciences
42.	Saenz, Ramiro	Corpus Christi	Engineering
43.	Santoscoy, Agustin	Brownsville	Social and Behavioral Sciences
44.	Soliz, Diana	Devine	Natural Sciences
45.	Tyler, Linda	Corpus Christi	Natural Sciences
46.	Turner, Rodney	Dallas	

APPENDIX C

CLASS RANK	Number	Percentage
Top 10%	25	54%
First Quarter	15	33%
Second Quarter	5	11%
Third Quarter	1	2%

APPENDIX D

BUDGET

Student Advisor Salary	$ 950.00
Media	550.00
Printing and Postage	125.00
Refreshments	50.00
TOTAL	$1675.00

APPENDIX E

SURVIVAL WEEK ORIENTATION 1974
PROGRAM EVALUATION

In order to assist us in improving our SURVIVAL WEEK/FALL ORIENTATION PROGRAM for new students, we would like your assistance in completing this evaluation form. Please mark your responses by placing the appropriate number in the blank next to the question. If you did not attend a certain activity, leave that item blank.

Please answer the following questions according to this scale:

A — VERY LITTLE
B — LITTLE
C — SOME
D — A GOOD DEAL
E — VERY MUCH

GENERAL MEETING (Tuesday Morning): how much did you learn about:

____1. The purpose of the Survival Week Program?
____2. The Fall Orientation activities?
____3. Placement tests?
____4. How helpful was this meeting to you?

INTRODUCTION TO SURVIVAL WEEK (Tuesday Evening): How much did you learn about:

____5. The Survival Week activities?
____6. The other Survival Week students?
____7. How helpful were the student advisors to you?
____8. How relevant was the media show to your becoming a student here at U.T.?

COMMENTS:

COLLEGE MEETING: How much did you learn about:

____9. The resources available through your college?
____10. Your college major requirements?
____11. Your degree program?
____12. How much did you know about your College prior to attending this meeting?

COMMENTS:

REGISTRATION INFORMATION MEETING: How much did you learn about:

____13. The process of registration?
____14. How much did this information help you in going through registration?

COMMENTS:

FOR THE FOLLOWING STATEMENTS RESPOND ACCORDING TO THIS SCALE:

A	B	C	D	E
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

ACADEMIC PREADVISOR: (R.O.T.C. Rifle Range): The Academic Preadvisor:

____15. Was well informed and provided useful information
____16. Provided me with information regarding courses and placement tests
____17. Interpreted and/or gave useful information regarding placement tests
____18. Allowed me to ask questions
____19. Provided information about Ethnic Studies courses
____20. Explained course options to me

COLLEGE YOU ARE ENROLLED IN_____

COMMENTS:

FOR THE FOLLOWING QUESTIONS PLACE A CHECK NEXT TO YOUR ANSWER:

THURSDAY EVENING SOCIAL:

____21. What was the major benefit you got out of this social? (check only one)
____a chance to meet people informally
____a chance to rap with others
____a relaxing evening
____a chance to forget about registration
____a better feeling about being at U.T.
____other (please explain)_____

_____.

COMMENTS:

22. Did you know about the Summer Orientation Program? ____Yes ____No

23. What was your major reason for not attending the Summer Orientation Program?

____did not know about it
____could not afford the costs
____was working
____was attending summer school
____other commitments
____other_____

24. Did you know about the Grant program to cover the cost of attending the summer Orientation Program?

____Yes ____No

Please comment on any aspect of the Survival Week/Fall Orientation Program:

Comment on how well the Survival Week and Fall Orientation Program worked together.

What suggestion would you offer to improve our program?

APPENDIX F

RESPONSES TO SURVIVAL WEEK
ORIENTATION 1974 PROGRAM EVALUATION

		1 VERY LITTLE	2 LITTLE	3 SOME	4 A GOOD DEAL	5 VERY MUCH	X MEAN
	GENERAL MEETING How much did you learn about:						
1.	The purpose of the Survival Week Program?	13%			64%	23%	3.82
2.	The Fall Orientation activities?	14%	5%	36%	36%	9%	3.23
3.	Placement tests?	22%		55%	18%	5%	2.81
4.	How helpful was this meeting to you?	13%		32%	41%	14%	3.41
	INTRODUCTION TO SURVIVAL WEEK						
5.	The Survival Week activities?	13%	5%	18%	41%	23%	3.55
6.	The other Survival Week students?	27%	14%	18%	23%	18%	2.91
7.	How helpful were the student advisors to you?	13%	5%	5%	45%	32%	3.77
8.	How relevant was the media show to your becoming a student here at U.T.?	23%	9%	27%	32%	9%	2.95
	COLLEGE MEETING						
9.	The resources available through your college?	17%	14%	32%	32%	5%	2.91
10.	Your college major requirements?	13%	14%	36%	23%	14%	3.10
11.	Your degree program?	14%	18%	41%	9%	18%	3.00
12.	How much did you know about your college prior to attending this meeting?	41%	27%	27%	5%		1.95
	REGISTRATION INFORMATION						
13.	The process of registration?	23%		18%	41%	18%	3.32
14.	How much did this information help you in going through registration?	23%		18%	32%	27%	3.41
	ACADEMIC PREADVISOR						
15.	Was well informed and provided useful information.	9%	9%	28%	18%	36%	3.64

ACADEMIC PREADVISOR	1 VERY LITTLE	2 LITTLE	3 SOME	4 A GOOD DEAL	5 VERY MUCH	X MEAN
16. Provided me with information regarding courses.	8%	13%	33%	32%	14%	3.30
17. Interpreted and/or gave useful information regarding placement tests.	18%	18%	23%	32%	9%	2.95
18. Allowed me to ask questions.	13%	5%	9%	41%	32%	3.72
19. Provided information about Ethnic Studies courses.	32%	32%	18%	18%		2.22
20. Explained course options to me.	18%	23%	18%	27%	14%	2.95

THURSDAY EVENING SOCIAL

21. What was the major benefit you got out of this social event? (check only one)

64% a) a chance to meet people informally
____ b) a chance to rap with others
____ c) a relaxing evening
____ d) a chance to forget about registration
32% e) a better feeling about being at U.T.
____ f) other (please explain)

22. Did you know about the Summer Orientation Program?

95% a) Yes 5% b) No

23. What was your major reason for not attending the Summer Orientation Program?

18% a) did not know about it
5% b) could not afford the costs
36% c) was working
23% d) was attending summer school
14% e) other commitments
____ f) other

24. Did you know about the Grant program to cover the cost of attending the Summer Orientation Program?

68% a) yes 32% b) no

APPENDIX G

NEW STUDENT SURVEY 1974
THE UNIVERSITY OF TEXAS AT AUSTIN

The University of Texas at Austin is interested in the concerns and the characteristics of its entering students. This questionnaire will provide us with this information, which we can use to help improve our services to all students.

Please mark your responses on the coding form by darkening the appropriate number within each box. Each question number corresponds to a box number, while each answer should be marked within its appropriate box. ALL INFORMATION IS FOR INSTITUTIONAL PURPOSES ONLY AND WILL BE HELD STRICTLY CONFIDENTIAL.

PART I:

Box No.

1.-9. Social Security # ___ ___ - ___ ___ - ___ ___ ___ ___
1 2 3 4 5 6 7 8 9

(Mark each digit of your Social Security number in the appropriate box on the coding form.)

10. Session # _____

11. Size of high school graduating class:
    1. under 50
    2. 50 - 100
    3. 101 - 300
    4. 301 - 500
    5. over 500

12. Mother's education (mark highest level attained):
    1. Grammar School, 1-8 yrs.
    2. High School, 9-12 yrs, no diploma
    3. High School Diploma
    4. College, 1-4 yrs, no degree
    5. College: Bachelors Degree
    6. College: Masters Degree
    7. College: Doctorate (Ph.D.)
    8. College: Professional Degree (i.e., MD-Medicine, DD-Dentistry, or LLB-Law)

13. Father's education (mark highest level attained)
    1. Grammar School, 1-8 yrs.
    2. High School, 9-12 yrs., no diploma
    3. High School Diploma
    4. College, 1-4 yrs., no degree
    5. College: Bachelors Degree
    6. College: Masters Degree
    7. College: Doctorate (Ph.D.)
    8. College: Professional Degree (i.e., MD-Medicine, DD-Dentistry, or LLB-Law)

14. Describe your entrance to U.T.
    1. entered directly from high school
    2. entered by transfer
    3. delayed entrance due to working
    4. delayed entrance due to marriage
    5. delayed entrance due to military service

15. Was U.T. Austin your first choice for a university to attend?
    1. Yes_____ 2. No _____

16. Type of residence you intend to live in:

1. University owned dormitory
2. Privately owned dormitory
3. Apartment
4. Parent's or relative's home
5. Rented or owned home
6. Fraternity or sorority house
7. Cooperative
8. Rooming house
9. Don't know

17.-18. In box 17 mark your most important source of financial support while attending U.T. From the same list, mark in box 18 the second most important source of financial support while attending U.T. Be sure to use both columns.

1. Family
2. Own savings
3. Employment
4. Scholarship
5. Grant
6. Loan
7. Other

PART II: For each of the numbered items, indicate whether it is an important concern to you in becoming a student at U.T. Austin. Rank each item in terms of the 1 - 5 scale provided.

yes definitely 1 2 3 4 5 no definitely

Box No.

19. Financial Difficulties
20. Poor grades
21. Size of campus
22. Impersonal treatment
23. Making the transition to college
24. Getting to know people
25. Uncertainty about scholastic ability
26. Choosing a career
27. Finding relevant courses
28. Size of classes
29. Choosing the right major
30. Relationships with opposite sex
31. Adjustments to living arrangements
32. Relationships with roommates
33. Involvement in social activities
34. Forming relationships with persons of different cultural backgrounds
35. Job possibilities after graduation

PART III: Philosophies

36. On every college or university campus, students hold a variety of attitudes about their own purposes and goals while at college. Such an attitude might be thought of as a personal philosophy of higher education. Below are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education. After having read all of the philosophies, mark the one which comes closest to your own personal philosophy of higher education.

1. PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, though certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

2. PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

3. PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor, an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

4. PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is, in a sense, searching for meaning in life. There if often deep involvement with ideals and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college-oriented extracurricular activities, athletics, traditions, the college administration are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often, contempt for aspects of organized society.

PART IV: (For transfers only)

37. Mark the number of colleges or universities attended prior to U.T. Austin.
1 2 3 4 5 or more

38. Was the institution <u>last</u> attended
1. In-state 2. out-of-state

39. Indicate the number of students enrolled at the <u>last</u> institution attended
1. under 1,000 3. 5,001 - 10,000
2. 1,001 - 5,000 4. over 10,000

40. Describe the institution <u>last</u> attended
1. public junior college 3. four year public college 5. other
2. private junior college 4. four year private college

41. Mark the number of semesters you were enrolled at the institution <u>last</u> attended
1 2 3 4 5 6 7 8 9 or more

APPENDIX H

1974 DEMOGRAPHIC DATA OF SURVIVAL WEEK PARTICIPANTS

SIZE OF GRADUATING CLASS	N	%
Under 50	3	7%
50 - 100	4	9%
101 - 300	10	23%
301 - 500	18	42%
over 500	8	19%

MOTHERS EDUCATION	N	%
Grammar School, 1-8 yrs.	16	38%
High School, 9-12 yrs.	5	12%
High School Diploma	13	31%
College: 1-4 yrs., no degree	5	12%
College: Bachelors Degree	2	5%
College: Masters Degree	0	0%
College: Doctorate (Ph.D)	0	0%
College: Professional Degree	1	2%

FATHERS EDUCATION	N	%
Grammar School, 1-8 yrs.	12	29%
High School, 9-12 yrs.	9	22%
High School Diploma	8	20%
College: 1-4 yrs., no degree	8	20%
College: Bachelors Degree	3	7%
College: Masters Degree	1	2%
College: Doctorate (Ph.D.)	0	0%
College: Professional Degree	0	0%

MODE OF ENTRANCE	N	%
Entered directly from H.S.	36	84%
Entered by transfer	6	14%
Delayed entrance/working	0	0%
Delayed entrance/marriage	0	0%
Delayed entrance/military	0	0%

WAS U.T. AUSTIN YOUR FIRST CHOICE	N	%
Yes	24	56%
No	19	44%

TYPE OF RESIDENCE YOU PLAN TO LIVE IN	N	%
University owned dormitory	30	70%
Privately owned dormitory	3	7%
Apartment	3	7%
Parents or relatives home	5	12%
Fraternity/sorority house		
Cooperative		
Rooming house	1	2%
Don't know	1	2%

MOST IMPORTANT SOURCE OF FINANCIAL AID	N	%
Family	2	5%
Own Savings	1	2%
Employment	1	2%
Scholarship	16	37%
Grant	14	33%
Loan	8	19%
Other	1	2%

SECOND MOST IMPORTANT SOURCE OF FINANCIAL AID	N	%
Family	8	19%
Own Savings	1	2%
Employment	6	14%
Scholarship	7	17%
Grant	10	24%
Loan	6	14%
Other	4	10%

1974 NEW STUDENTS CONCERNS DATA OF SURVIVAL WEEK PARTICIPANTS

CONCERNS	YES definitely	1	2	3	4	5	NO definitely
FINANCIAL DIFFICULTIES		59%	19%	10%	7%	5%	
POOR GRADES		18%	16%	23%	9%	34%	
SIZE OF CAMPUS		14%	12%	30%	19%	25%	
IMPERSONAL TREATMENT		16%	21%	23%	14%	26%	
MAKING THE TRANSITION TO COLLEGE		21%	16%	26%	14%	23%	
GETTING TO KNOW PEOPLE		32%	12%	21%	14%	21%	
UNCERTAINTY ABOUT SCHOLASTIC ABILITY		19%	16%	26%	21%	18%	
CHOOSING A CAREER		29%	17%	19%	14%	21%	
FINDING RELEVANT COURSES		37%	9%	30%	9%	15%	
SIZE OF CLASSES		23%	16%	33%	9%	19%	
CHOOSING THE RIGHT MAJOR		45%	7%	29%	7%	12%	
RELATIONSHIPS WITH OPPOSITE SEX		25%	14%	14%	12%	35%	
ADJUSTMENTS TO LIVING ARRANGEMENTS		16%	7%	36%	17%	24%	
RELATIONSHIPS WITH ROOMMATES		22%	7%	27%	12%	32%	
INVOLVEMENT IN SOCIAL ACTIVITIES		19%	14%	29%	14%	24%	
FORMING RELATIONSHIPS WITH PERSONS OF DIFFERENT CULTURAL BACKGROUNDS		23%	16%	30%	12%	19%	
JOB POSSIBILITIES AFTER GRADUATION		54%	15%	17%	2%	12%	

PHILOSOPHIES OF EDUCATION (N=38)	N	%
A. VOCATIONAL	7	18%
B. SCHOLARLY	8	22%
C. SOCIAL	18	47%
D. RADICAL	5	13%
	38	